

CHILD-WELFARE MAGAZINE

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Vol. XV.

JANUARY, 1921

No. 5

Adequate Pay for Teachers

By P. P. CLAXTON

[Read before the National Education Association. (Abridged)]

Teachers worthy of places in the schools in which American children are prepared for life, for making a living, for the duties and responsibilities of democratic citizenship, and for eternal destiny can never be fully paid in money. Men and women worthy of this highest of all callings will not think first of pay in money or in any other form. For teachers, as for all other workers, Ruskin's saying holds: "If they think first of pay and only second of work, they are servants of him who is the lord of pay, the most unerect fiend that fell. If they think first of the work and its results and only second of their pay, however important that may be, then they are servants of Him who is the Lord of work. Then they belong to the great guild of workers and builders and saviors of the world together with Him for whom to do the will of Him that sent Him and finish His work was both meat and drink."

WORKERS PAID LARGELY IN KIND

It has ever been and probably must always be that workers of whatever sort received the largest part of their pay in kind, as millers take toll of the grist they grind. Those that work with material things that have easily measured cash values receive their pay chiefly in money or in things whose values are most easily measured in money. Other rewards will be less in proportion and in importance. Those who work largely for other than the material results that can be measured by money must continue to be content to receive a large part of their pay

in the consciousness of work well done for a worthy cause, and in participation, by faith at least, in the results, both near and far away in time and in space.

THE TEACHERS' SPIRITUAL REWARDS

Teachers who do their work well and who, either in fact or by faith, see the world made better as a result; individuals made healthier, wiser, happier; sin and suffering made less; the commonwealth made more; social purity and civic righteousness increased; public laws made more just; patriotism broadened and purified; state and nation made stronger and safer against attack from without and decay from within; and the world lifted on to a higher plane and into a brighter sunshine and a purer atmosphere, are possessed of wealth unseen and for most unseeable.

All true teachers will think on these things and many of the best will be attracted to and held in the profession by them. It will be all the worse for the profession and the world when it is not so.

But this should not be made an excuse for putting public or private education on a charity basis, nor for paying teachers the miserably low wages they are now paid. It should not be made an excuse for paying such wages as will not permit school boards and superintendents to fix reasonable minimum standards of qualifications for teachers because young men and women who expect to teach can not afford to incur the expenses necessary to prepare them-

selves to meet the requirements of such standards. It should not be made an excuse for failing to increase the pay of teachers, as the pay in other professions is increased, in recognition of proved merit and in proportion to increasing ability gained through experience, continued study, and constant devotion to duty.

IMPROVED SALARIES BENEFIT THE SCHOOLS AND THE NATION

Not for the sake of the teachers primarily, but that the schools may be made fully efficient; that children may be well taught; that the material wealth of State and Nation may be increased so that we may have the means of paying our debts, building our highways, caring for our unfortunates, and meeting other public expenses and at the same time have enough for all the people to live in comfort; that our democracy may be preserved, purified, and made more effective; that scientific discovery, useful invention, and artistic expression may be promoted; that we may act well our part in the commonwealth of the World, we must pay such salaries as will bring into the schools as teachers men and women of the best native ability, men and women strong and well organized physically, mentally, and spiritually; men and women of the finest culture and the most thorough and comprehensive education, academic and professional, and so adjust their salaries as to enable them to hold all those who show themselves most capable and best fitted for the work. In this most important of all our enterprises we can not afford to pay less.

MANY ABLE MEN HAVE TAUGHT

Our traditional policy of paying to young and inexperienced men and women with little or no question as to their professional preparation salaries almost as large as we pay to those who have had many years of successful experience had at least one merit. It brought into the schools large numbers of young men and women of unusual native ability and of strong character and sometimes such men and women having also good scholarship and fine culture, willing and eager to do the best they could while saving from their comparatively good wages money to start them in business or home making, or to enable them to prepare themselves for those professions for which adequate preparation is required and demanded. Many of the ablest men and women in all walks of life have been school teachers. A good-sized ex-teachers' association could be formed of members of any recent Congress of the United States. We have just nominated two ex-teachers as candidates for the Presidency. Unfortunately, however, most of these have remained as teachers in the schools only till they had begun to gain some little comprehension of their task and some

little skill in executing it. But despite their lack of preparation and experience it was good for boys and girls to come in contact with them. From this contact many gained inspiration and purpose.

OTHER OCCUPATIONS PAY BETTER

The time has now come when men and women and women of unusual native ability and strength of character can make more money in any of hundreds of occupations than they can in teaching. A few of them will teach while waiting to find themselves, or to make money for a start in business, or for paying for preparation for other work. They will accept employment which is at the same time more attractive and more remunerative. From now on schools will be taught (1) by unprepared and inexperienced young men and women of mediocre ability and less, while waiting for the maturity which is required for employment in the minor and more common occupations; (2) by the left overs of such men and women who have failed to find more attractive and remunerative employment elsewhere, but have not wholly failed as teachers; or (3) by men and women of better native ability, stronger character, more thorough education, and the professional preparation which will enable them to succeed to such an extent that they may be induced by the payment of adequate wages to continue to serve their country in a high and valuable way as teachers.

This is the real crisis in education.

We have come to the parting of the ways. Which shall we accept? Makeshift teachers of the first two classes we may continue to get in sufficient numbers by paying salaries relatively as large as those paid in 1914. To have the same relative value and purchasing power as salaries paid in 1913-14, the present salaries and salaries for some years to come must be approximately twice as large as they were then.

WE MUST HAVE STRONG TEACHERS

For teachers of the third class—and we should be satisfied with no other—we must pay salaries larger relatively than we have paid at any time in the past, and must adopt a policy which will give such recognition to teachers of unusual ability as will hold them in the service of the schools against the temptation of better pay elsewhere. Temporary increase in pay of teachers will not be sufficient. There must be such guaranty of good wages in the years to come as will induce young men and women of such native ability and character as good teachers can be made of to accept teaching as a profession and take the time and spend the money necessary to prepare themselves for it. The demand for professional preparation and continued service, coupled with inadequate pay, can only result in

supplying the schools with teachers of small caliber, unfit to become the inspirers and guides and educators of those who are to make up the citizenry of the great democratic Republic, solve the problems, and do the work of the new era. Such teachers are not fit seed corn for the new harvest to which we should and do look forward.

For such teachers as we would have in our schools what may be considered adequate pay? The answer is very easy and short. Such pay as may be necessary to get and keep them. In a conference of leaders of national civic and patriotic societies which met recently at my request in Washington it was agreed that to be considered adequate the wages of teachers should be as much as men and women of equal native ability, education, special preparation, and experience receive for other work requiring as much time, energy, and devotion, and involving approximately as much responsibility.

Just how much this will mean in dollars and cents in any community I do not know. To determine the amount in any State, city, or country district will require a careful and comprehensive study. But it can quite easily be arrived at approximately, at least, for the country at large.

AVERAGE SALARY SHOULD BE \$2,000

The average wealth production of the adult worker of the United States is not far from \$1,250 a year—probably somewhat more. The average for men and women of ability, preparation, and industry of such teachers as we are talking about can not be less than \$2,000; it is probably nearer three or four or five thousand dollars. But in view of the fact that teaching is by its very nature an altruistic calling, and also because it may reasonably be supposed that the purchasing power of the dollar will increase considerably within the next few years and the cost of living as measured in dollars relatively decrease, let us agree on \$2,000 as an average salary for teachers in the elementary and secondary schools of the United States. This is three times as much as the average for the year 1917-18 and more than 150 percent. above the average for the year 1919-20.

If the pay to beginners is so fixed that the average for all teachers in the first year in urban and rural elementary schools and high schools is \$1,200, this will allow other salaries of \$2,500, \$3,000, \$3,500, and \$4,000. Salaries of \$5,000 or more may be held out as rare prizes for those who have gained experience and have proven their worth and who are willing and able to pay the price of such great and fine service as is recognized by unusual rewards in other professions.

THE MONEY CAN BE RAISED

Can we pay such salaries? With such proper and useful economies, as may be easily brought about, including consolidation of small rural schools and the adoption of a well-arranged work-study-play plan in the city schools, the total number of teachers in the public elementary and secondary schools of the United States need not exceed 750,000 within the next 5 or 10 years. At an average wage of \$2,000, it will take a billion and a half dollars to pay 750,000 teachers. Increase this by 50 per cent.—a liberal amount—to pay for administration, supervision, buildings, equipment, and supplies, and we have a total of two and a quarter billions—a quarter of a billion short of Spaulding's two and a half billions and only \$140,000,000 more than the amount the Department of Labor reports that we paid last year for tobacco in its various forms. Our part in the World War, in which we fought for freedom and democracy, cost us not less than fifty billions of dollars all told. At 5 per cent. the annual interest on this amount is two and a half billion dollars. Without education there can be neither freedom nor democracy. Unless we educate all the people in such way as to enable them to possess these in fullest measure we shall have spent our money for naught and the men who sleep in France and Belgium shall have died in vain.

Can we pay the debt and pay in like proportion for education? The answer is we can not well do the one without the other. Our power to produce and to pay will and must depend on the health, knowledge, skill, purpose, and will of the people; that is, on their education.

How much can we afford to pay for education? Since education is a factor which can not be eliminated from the wealth-producing power of the people and since all wealth depends on education, we can as a people afford to increase our appropriations for education until the increase in cost becomes greater than the increase in the productive power which comes through education. No people have ever yet found the limit.

Will the people pay? The wealth is theirs, the children are theirs, the schools are their agents, owned and supported by them for the education of their children and for the attainment of all that this means and can be made to mean for their own happiness, for the individual welfare of their children, for the production of material wealth, for the individual and common good, for the public welfare, for civic righteousness and social purity, for strength and safety of State and Nation, and for all that patriotism means and all that supports life and makes life worth living. I have faith to believe that when the people are made to understand this they will respond. They have never failed. They will not fail now.

Fear

WHAT WOULD YOU HAVE DONE?

By LYNN DAVIS HICKS

What would you have done with this mother's problem?

Alice was in her ninth year and was an arrant coward. When she was sent to bed at nights, was the time that her mother was most embarrassed and inconvenienced by Alice's foolishness, as she called it. When there were guests, Alice must either be allowed to sit up until they went and everyone else went to bed, or someone had to go upstairs with her, past the open doors of the big, dark, terror-filled rooms, and stay with her until she went to sleep, or else, they all, parents and guests alike had to be made uncomfortable by a scene beforehand and the sound of nervous weeping for maybe hours afterwards, if she was forced to go up alone.

Alice's mother was young and thoughtless. Not as young as she had been when she obtained obedience from her daughter by telling her that there was a dreadful old witch right in that very next room, waiting there in the dark to get a bad child and carry her off. She was not as young as when she did that, but she was just about as thoughtless. When her guests, whose comfort and pleasure meant so much to her, asked politely what made Alice so timid, she laughingly told them what she had told the child "when she was a tiny little tacker," amusing every one by the wierd, hollow tone she used—the one she'd used to frighten little Alice still more, and make her go to sleep.

"But she's so large now, that it's silly of her to think that there's anything in the other rooms. I do get so provoked with her!"

One of the things that Alice's mother had done to cure Alice was, one evening when there were no guests, so that she had time "to fool with it," to go upstairs with Alice, and *make* her walk into those dark rooms whose darkness hid such terrible things. The fact that Alice came out of the ordeal with hands cold, her whole body trembling, and that she cried for hours afterwards, was proof to her mother that the lesson had been a terrible, and therefore, a good one!

When we consider Alice's or any other child's cowardice from the viewpoint of the inconvenience to other people, we are considering it from its very smallest and least important aspect. It is when we look at it from the standpoint of the child that we see fear as a warping, eating soul-sickness, and its perpetrators as beings irresponsible or vicious, taking rank with those who would inject the germs of a dread disease into the veins of a child. For fear in the mind and heart are as hampering as disease in the body. Would it have required as much courage

of Alice to go into that room on broken limbs, or in excruciating physical agony of some sort as it required for her to go into it sure in her little mind that there was some horrible, unknown quantity, eager for her as its prey to put herself where it could grab her? There is no doubt that the lesson was a terrible one, but was it a successful one? If going into that room and not being harmed had convinced her that all those sickening fears she'd had were false, would she have come out in the condition she did? Have you ever seen a child who had had proven to it that something which it had thought to be evil was not evil at all? Do you know the indescribable joy and relief of that look? "I thought he would bite me, and he didn't bite me any!" isn't said with cold hands and a nervous trembling, but with eyes that shine, while the little body fairly quivers with the delicious relief of it, and with impatience to make the test again so that there will be no doubt that those fears were wrong. Was Alice eager to go back into that dark room? Poor little Alice was far from convinced that the dark did not hold all the terrors that her mother had told her it held. The only reason that she wasn't eaten up that time, or carried off to be devoured at leisure was because her mother was standing there at the door.

Many persons excuse themselves for frightening children this way by saying that as soon as the child is a little older, it knows perfectly well that there are no such things as witches and ghosts and boogie-men! But they know that there are wicked people and dangerous animals, and there are many grown persons who are slaves to the habit of fear, started in their childhood. There are thousands of grown people to whom a dark house is filled with burglars and murderers and even snakes! When reason and common sense divest the dark of its witches and ghosts, fear refuses to be unseated, but rushes into the void creatures of whose existence there is no doubt. But putting aside the fact that the human mind that is made fearful and cowardly in childhood is apt to be fearful and cowardly in manhood, and work on the supposition that the malady does not go with one all through life, how many of us would get obedience from our children by giving them diphtheria or scarlet fever, or by breaking their limbs or cutting them with knives? These things are curable, and would not go with the child into manhood!

The trouble is that we can't see the harm that our boogie men and witches do to our children's minds, while we can see the physical hurts that

we would give them. And we don't stop to imagine these mental and spiritual hurts! It is quite a usual thing to hear people say about their childhood punishments, "I'd a lot rather Mother had whipped me or done anything to me except scold me and look at me the way she could." There is the admission that the physical hurt was preferable to the mental one. It was a mental hurt to see the pain that our misdemeanors brought to our mother's eyes and to hear the sadness that they brought to her voice. "Give me a whipping any day!" we say. Is the mental hurt of knowing that we have caused those tears as poignant or as searing of as incurable as fear? We knew that tomorrow we could bring a smile instead of tears. So, by our own admission, the worst things of childhood were the mental punishments, the ones that effected our spirits. So, perhaps, as we look back, we wish that instead of making us cowards for life, those of our elders who resorted to that means of getting our obedience had given us diphtheria or a cut or something that would have been less tenacious than fear or cowardice. But the very worst part about these childhood fears is that they are imaginary! The fear of something known, something definite is different! But the fear of the unknown! Imagination doth make cowards of us all!

But the use of the word "coward" in this connection, brings us to another point. Isn't rather cowardly to take this easy way of getting obedience, this dastardly way against which the poor child has no defence? Meet him on open ground! Match your will to his, make realize that the things you tell him to do have reason and love and his own good behind them! Go at him fairly and like a man! This is a question, this frightening matter, of cowards all around! And the least of these is the poor child!

In counting on our children's recovery from this disease of fear which we have given them, in trusting to their common-sense and reason to teach them that the dark is not full of dreadful things, what about our children's faith in us? In our intercourse with human beings, a man does not have to lie to us more than once to destroy our faith in him; a business house does

not have to cheat us many times to make us feel that they are not to be trusted. So what about our children's faith in us? We value that very highly! We want them to think us all the things that we tell them to be, we want them to think us the pattern for them! And we lie to them! And we excuse ourselves with the hope that before long they will know that we've lied—will know that there are no such things as witches and boogie-men! In good faith, they listened to us when we told them there were; in good faith they listened to us when we told them about God and other valuable things! When their reason and common-sense, of which they have as much as their elders, discover that one thing we told them was not true, they not only get the idea that the others are not either, but they know that we are not! What about it?

Of course, the most obvious thing about it is not to allow fear of imaginary things or imaginary fear of real things to be implanted in our children's minds either by ourselves or by anyone else! And the next thing is, if it's there already, get rid of it! The cure for things false is truth! Take the pains to show the child the truth! Take the pains to cure this spiritual malady of fear that you would take to cure the physical one of measles or fever! Go with him into the dark, flash on a light so suddenly that even witches and other creatures would not have time to get away, and over and over and over search with him until he can't help but believe that there is nothing in the dark that is not in the light! The joy in his face and the freedom in his unhampered feeling will be as grateful to those who love him as the return of color to his cheeks and the light to his eyes after an illness.

And if you have his confidence, if he knows that you will not lie to him, that you are as true as light, he'll soon know that where is nothing in the dark to hurt him, and that there you tell him danger is, it is, and that you would never put him where anything could harm him, whether he obeys or not, whether he cries or not!

It's our own lookout whether we raise cowards; whether we can look our children straight in the eye; whether they can say with pride, "Mother and Father told me so, so I know it's so!"

Children Who Come Into Juvenile Court

By A. B. LEIGH, Hutchinson, Kans.

Usually a child comes into the Juvenile Court because of some fault in his training and discipline at home. It offends some parents when you tell them so, but a careful survey of home conditions proves the statement.

A child's habits and traits are the product of his home training and culture; often it is neglect of some little thing that grows into larger proportions and eventually into crime; often-times these little shortcomings on the part of parents pass unnoticed until the damage is done and a complaint brings the child into Juvenile Court; then the parent rubs his eyes and wonders—wonders how it happened and tells you how very carefully the child was raised; how he goes to Sunday School and is regularly corrected and given every opportunity to make good. But his story so often falls to pieces after hearing the child tell his story.

The children who come into Juvenile Court are little different from the children who are never brought before the Court. There are many children who have perverted tendencies but by some happy chance, or seeing and understanding parents are checked in time and shown the error of their ways.

I find that defective personality on the part of parents help to ruin a child; daily I am surprised at the narrow vision and the short sightedness of many parents; they will complain of the faults of other children and fly into a rage if any one dares to complain of their children. They tell you of their children's goodness; how well they obey; how they never give them trouble and whitewash them liberally and then flay the children when they get them alone; what can children think of parents like these but the real facts that slap them so directly in the face. They have been defended by their parents for wrongdoing; they have heard their parents lie for them and they know from now on how to "work" them.

Only recently such a father came to me and his talk before his boy, a lad of thirteen, was so disgusting that I saw there was no hope for the boy through any effort of the father; his idea was to get revenge, to be ever ready to fight, to create a "rough house" on the slightest provocation. He wanted his boy to hold the thought of smashing the face of the man who had complained of the boy's wrongdoings, and when he was big enough to lick him, to kill him if necessary. That man had better trim his sails for stormy weather; and get ready for the trouble that awaits him a short time hence.

This boy knows he is "backed" by his father in his wrongdoing and will govern himself accordingly.

The lack of employment for the incorrigible boy or girl is a serious handicap; the Child Labor Law, while an excellent thing in the main, should be modified to suit circumstances. I have had big boys of thirteen, fourteen and fifteen years who wanted to work and needed to work but would not be taken on owing to their age. Their attendance at school was a joke—the Truancy Law was a dead letter as far as they were concerned and legal action against their parents would have brought no results. The parents of many of these overgrown children said frankly that they could do nothing with them and they were allowed a liberty that proved their undoing; given jobs they worked out their salvation and most of them made good.

The work they were allowed to do however did not pay them so well as the jobs they wanted and could have done without serious results physically; indeed the work would have been better than the excessive cigarette smoking they indulged in, the loafing in the stuffy air of pool halls and cheap restaurants; or the bad habits many of them picked up in hours of idleness.

I have talked with the police matron of our city and she has met the same difficulty in regard to her charges and in many cases would find her problems solved if the Child Labor Law could be modified to suit local conditions.

Lack of interest in the home on the part of the child is to be deplored; he might have a few books; a small garden; something distinctly his. Let him earn a little money doing things about the home and be happier. If he is interested he is contented and something to interest him at home is better than an overdose of movies. And it is the wise parent who sees the movies that his child sees and finds out what sort of stuff his child's mind is feeding on.

And let parents remember that from the earliest of his days the child imitates and his parents are the first to be imitated in his play, his thoughts, his habits and his life. It behooves parents to be careful in speech and in actions, for sooner or later they will see themselves reproduced in the actions of the child. A parent might well be called an author of the life drama of his child.

There are physical reasons for the delinquencies of children; diseased throats, impaired digestion, undernourishment; bad teeth; on discovering these conditions of neglect we have them treated by some skilled physician and the removal of physical ailments often restores the child to normal conditions and in removing irritation gives him a more evenly balanced mental foundation on which to build his future.

The child problem is an old one and it is a serious one; the future citizen is demanding more of his elders and most of his parents; the cure is with the parents—they hold the master key of the situation and can do most. They

are not doing all they can do and in countless instances are shirking their duties.

I look forward to a day when we shall have schools for parents and teach them how to raise their children.

Training in Speech of Deaf Children before They Are of School Age*

Similar opportunity to that given in our Home for the Training in Speech of Deaf Children before they are of School Age, to little deaf children, is the birthright of every deaf child born into the world—and should be given them either by their own Mothers or, as we provide, in comparatively small Homes like ours. They are perfectly capable of learning speech and language through their eyes, at the age we acquired them through our ears, and we have proved that they can then receive their education in classes with the hearing among whom they must live and later compete in earning their living.

However, the majority of deaf children are sent to boarding schools for the deaf, and, as in Philadelphia, remain there in large numbers during adolescence and early adult life; naturally these conditions result in numerous marriages with frequently deaf children or grandchildren. Of late years day schools for the deaf have been established in some places, but there is no companionship with hearing children.

Unhappily the general policy in regard to massing delinquent children together is akin to this, in increasing, instead of diminishing delinquency.†

The reason for the existence of our own Home for Training in Speech of Deaf Children Before They are of School Age is to change a policy which increases deafness, to one which will aid in decreasing it. The work has long passed the experimental stage. Given the environment of articulate speech only, training in speech and speech reading, the children can and do enter the ordinary schools with hearing children and succeed there. Our published biennial reports not only contain a mass of evidence from the children themselves, but from teachers, school superintendents, heads of trades schools and employers. Illustrated copies of these reports will be sent to anyone desiring them, who will send to me the name and address to 2201 Belmont Avenue, Philadelphia, Pa.

While we do not, of course, teach trades, the children's hands are trained in various ways, in efficiency. We have a teacher of sloyd and they learn the use of tools. We also have a

gymnasium and a swimming pool. The children have gardens where they gradually learn the raising of vegetables, flowers (both annual and perennial) and grains.

The training of the hands in efficiency as in speech and language, should begin, in simple ways, when the children are quite small.

They have playgrounds, but without apparatus, as they have the gymnasium.

As there should be no interruption in the opportunity of the children for learning speech and language, they have no vacations, but are taken to the seashore for two weeks in September with their teachers and housemothers. Both teachers and housemothers, however, must have vacations, in turn, in the summer and I employ teachers from the public schools to take their places. I have trained my regular teachers for the work.

We admit children at two years old and up to the age of eight years, teaching them first through sight the speech and language that we first learned through hearing, and then instructing them in what is necessary for them to know in order to enter the third grade in the public schools for hearing children.

Of those who left us last September and were placed in the third grade, none remain there at this date; all have been promoted either to the fourth or fifth grades, and all are in their own homes except one girl who was placed in boarding school with hearing children. Their letters to us, all witness that they have taken their places with their families normally and have their part in the family duties and pleasures. One little fellow is a "Pee Wee Scout" so to speak, and is studying and preparing himself for Scout duty when he will be twelve years old. He is a deaf-born child, with deaf relatives who have helped to swell the numbers of the boarding schools for the deaf where the pupils are kept far beyond his years.

Respectfully submitted,

MARY S. GARRETT,

Founder

Adopted by the Commonwealth of Pennsylvania, Act of Assembly June 20, 1891.

* Given at twenty-fourth annual conference National Congress of Mothers and Parent-Teacher Associations, Madison, Wis., June 3-8, 1920.

† See my Legislative Report for remedy for this.

Works of Great Authors Come to Life on Screen

By HILDA D. JACKSON

It will not be long before the fiction "people" this generation has grown to know and love—David Copperfield, Becky Sharpe, Jean Valjean, Ivanhoe, Jane Eyre and scores of others from the best authors of every period, will come to life on the silver screen.

The works of great writers, which for some reason or other have not heretofore received much consideration as film material, are coming into their own at last. Wild west desperadoes, ogling vampires, sex plays, lurid melodramas have had their day. Today, motion picture directors are dipping into the classics for their finest productions.

The fiction of the Victorian period seems to have been selected for this new development. Dickens, Thackeray and their contemporaries are helping to create a new standard of motion picture charm and possibility.

One of the best and most successful efforts to transfer the delightful atmosphere of Victorian fiction to the screen is illustrated in the recent production of the "Vicar of Wakefield," that world beloved story from the pen of Oliver Goldsmith.

Probably no more absorbing novel than this has ever been written. And in the hands of capable, cultured directors, it has become a picture of equal interest, a classic of the film.

The picture itself is an English production, filmed on the very spots about which Goldsmith built this story of tears and laughter. No expense was spared and the very finest English actors have lent their hearts and brains to make this initial venture into the field of literature, worthy of further effort.

The picture is at present in America. It is owned by the International Church Film literary merit, for distribution throughout the churches of the country.

The whole story of the "Vicar of Wakefield," from its inception to this final triumph, is purest romance.

At the age of thirty-three Oliver Goldsmith found himself in debt to his landlady who gave him the choice of three courses, to pay his bill, to go prison or marry her. Goldsmith applied to Dr. Johnson to extricate him from this predicament and put in his hand a bundle of manuscript.

The Doctor took the manuscript, sold it to a bookseller and handed the money to Goldsmith. That is how the novel came to be published.

Not so long ago, a noted English motion picture director, S. Hopkins Hadley, decided to film a classic. It was to be an experiment based on his belief that the public was satiated with films that are banal, insipid, suggestive, purposeless. After examining a number of

classics, Mr. Hadley selected the Vicar of Wakefield for his first effort.

The lovable old Vicar, his interesting family, the two beautiful daughters, the family's sudden fall from riches to poverty, romance, tragedy—all the ingredients of a film masterpiece are present in this novel.

With such a foundation upon which to build, with the original settings adding all the charm of the old English atmosphere to the picture, and with a cast of eminent English actors including the distinguished Sir John Hare as the Vicar, the result is a screen version of the beloved book that would please Goldsmith himself, could he see it.

The entire production has been carried out on a tremendous scale. Hundreds of people, scores of horses were required in the county fair scene alone, while the scenes in the debtor's prison besides being historically correct and handled with careful attention to detail, are as elaborate as anything along this line ever before presented upon the screen.

In England, the picture has justified its producer's excursion into an untried field. The Vicar of Wakefield has been acclaimed a screen triumph.

Its success is the first step in popularizing the classics. The creations of the greatest minds of all times, which today gather dust upon unused bookshelves, or are enjoyed by the comparative few to whom literature is familiar ground, will soon be as much a part of every movie fan's background as slap stick comedy and "vampire" stuff is today.

Another English production which the International Church Film Corporation has purchased outright is "Dombey & Son," a picture founded on the book of that name by Charles Dickens. It has not been possible to go into great detail in developing this picture, but by keeping closely to the salient thought of the story, its producers have really managed to capture a bit of true Dickens' atmosphere.

These two pictures represent the type which the International Church Film Corporation is now collecting to test the attitude of the American people. Such pictures have met with warm approval in England. There can be no doubt that America too will be heartily glad to see on the film, the characters it has met on the printed page. And to those who have not read widely, this new screen venture will be a revelation of unsuspected interests.

The Vicar of Wakefield, and other pictures of this kind, are to be released to churches, clubs, schools and other non-theatrical organizations.

Telling Children That They Are Bad

By FLORA SWETNAM

I once heard a mother tell her son in the most cruel and heartless fashion that she loved his brother more than she loved him, because he was so bad that she couldn't love him. She took no notice of the quivering lip and hurt expression, but continued right in his presence to tell how bad he was and to compare him with his brother.

I tried to speak a good word for him. I could see how her words cut and stung, but she refused to have a good word spoken. He was bad and only bad.

It is true that the boy was far from being the kind of boy he should have been, but his character was the result of his mother's constant suggestion. To my mind parents can commit few greater crimes than that of continually suggesting to a child that he is all that he should not be. There are those who do not know the power of suggestion, either the suggestions which we make to ourselves or those made to us by others. If a person whose word the child has been taught to respect tells him frequently that he is bad, that suggestion will take hold on his mind at last and he will come to believe it. A mother, then, is quite often responsible for the crimes committed by her children no matter whether those crimes were committed in their extreme youth or in later life. The seed was sown and the gathering of the harvest was inevitable.

The suggestions which you make to your child should be along the lines which you wish him to follow. Suggest to him frequently that he is above anything mean and low, and that your confidence in him is such that you expect only

the right conduct, and you will find him building up to it.

"But suppose," one says, "that the child really does something bad. What are you going to do then?"

I certainly would not say harsh and violent things. Do you know a parent who is absolute perfection? Then what right have they to demand that the children shall be so? This is what one mother did say to her son on such an occasion, "I know you are a good boy, but good boys sometimes make mistakes, and you have made one. You must atone for it by making a proper apology to the other person concerned."

The apology was made and there was no bitter feeling on the part of the child. And if parents could only know how much it means to the child that his punishments should be made in a manner which will leave no bitterness, surely they would be more careful in administering them.

Don't tell your child it is bad. You can not estimate the far-reaching influence of such cruel and unkind words. A mother who can say such things to her child is in much greater need of punishment than the child. I wish I could impress on every parent the depraving and hardening effect of such talk.

Your child is just what you make it by the power of your suggestion and your attitude toward it. You have no right to dwarf its spirit and harden its heart. The character of your child is a mirror in which your own life is reflected. It behooves us then, to walk softly, for childhood is holy ground.

What the Voice Tells

By ANNA MAE BRADY

The human voice is an instrument of power and admits of a high degree of cultivation. The reason so many people speak in a harsh unpleasant voice is because they have never had their attention called to beauty of tone. A little thought and attention will work wonders along this line.

The voice is a good index of character, as well as moods and emotions. The mother is able to read her baby's cry. She can tell whether it is a cry of hunger, fear or anger. We are able to tell as much from the speaking voice of the grown-up. The nervous, high-strung person

speaks in a high-pitched flat tone, while the calm person who never gets excited, uses a low monotone. The doctor coming into the sick room learns to tell much of the patient's condition by the tones of the voice.

We all need the convincing power of our own voices and we cannot afford to be deprived of the influence which goes with a clear, sweet-toned flexible voice when it is properly pitched. Because it is so subservant to our will, each of us could improve the tone quality of our speaking voice if we would but try.

Fire Prevention In Schools

By MISS LLOYD MARSHALL

There has never been a time when saving lives and property from fire was so needed as now. The housing shortage is a serious menace to the moral and physical welfare of the Nation. Yet we burn during 1920 and on back—an average of 13,000 homes a year. An interesting and instructive article by Mr. Parsons on this subject appeared in the *Saturday Evening Post* of September 25, starting on page 38. It should be read by every citizen in the United States, and every means taken to further proper building, and more building in your own town.

WHY THERE IS URGENCY

Women *must* take part in Fire Prevention—your children attend the public and private schools in the country, and *your children are in danger!* At the present time there are over three hundred thousand buildings used for educational purposes valued at more than three billion dollars. A great number are erected each year and it has been estimated that for every two new schools erected each year, one is destroyed by fire.

Do you know that we average forty-two school-house fires every week in the year? Just think of it, forty-two fires every week—an average of six a day! Do you not realize that this is endangering the lives of *your children?* For fire is no respecter of localities or persons, as is proved by the tragic number of fires in large and small schools, in large and small communities over the country.

Look at the number of prominent Eastern college fires alone, which occurred only during the past year—Vassar, Wellesley, Princeton, Johns-Hopkins, Maryland School for the Blind, Mt. Holyoke College—to name only a few which had serious fires. The number of fires in grammar and high schools, of course, are up in the thousands. And don't forget that along with the hundreds of thousands of boys and girls who do escape, are hundreds who are trapped—burned alive. No one knows *when* a tragic loss of life will occur in any school in the country, for authorities say that "over 90 per cent. of our school buildings are potential death traps." Do you understand what this really means? *How are the school buildings in your town?*

Even forgetting personal reasons women *must* take part, for the future of the country lies in the conservation of American life and American property. By "taking part" in this work is meant in seriously looking into the conditions

of your homes, your schools and other buildings and in *bettering* them.

Brick schools are not always safe. The Collinwood disaster in which 173 children and two teachers were burned to death was a three-story brick building. So was the three-story Peabody school fire of several years ago in which twenty-two little girls lost their lives, a brick school fire. Yet how often women and even men say, "Our school is all right because it is built of brick and is only three stories high."

Drills cannot be relied upon in times of danger. The day before the Peabody tragedy a splendid fire drill was conducted and over six hundred children got out in one and one half minutes—yet on the very next day twenty-two lost their lives. The fire drills did not work.

Fire escapes are nearly always valueless in times of fire, as has been stated; yet women pin their faith on fire escapes and fire drills to save their children's lives. Nine out of ten fire escapes throughout the country are too narrow and too steep for even grown people—much less children—to use who are excited by danger and in a panic to get out. And yet, this form of "protection" is the only kind on thousands of old school buildings—old schools which should not be used at all in their present condition. Women, get after them! They are a menace to the safety of your own children.

What should be done? What is the active part women should take in Fire Prevention?

Conditions in all schools in your own communities should be investigated by groups of women with help and coöperation of fire prevention experts, and changes made on the recommendation of such competent experts. Women should see that their schools are *clean* from cellar to attic, and that each has adequate, mechanical fire protection. Sometimes hand extinguishers or even just water pails are all that is necessary in well built, modern schools; often automatic sprinklers are imperative for the basements and attics of the older, poorly built schools; sometimes structural changes are needed. It will be different under different conditions, but *whatever* the need women should see that their children's lives are made safe during the five days out of seven in which they are in school buildings! Remember the 20,000 lives lost in fires—two-thirds of which are women and children. Remember the forty-two school-house fires a week, and you will know for yourselves just how serious the situation actually is.

Message from American Genetic Association

Members of Parent-Teacher Associations:

Don't turn back to mystery for an explanation of your child's behavior, but get at the facts.

It took man thousands of years to discover that the only way to advance is by treading on the solid stepping stones of fact.

Each child represents the living link in a lengthening chain, the latest light to be lit in a long procession passing from history into the future with the speed of life; and until we see the child in this perspective, we cannot understand him.

An organization was formed sixteen years ago by the then Secretary of Agriculture to bring together the facts being discovered by the scientific men who are working in the field of heredity, and publish them for the benefit of those who can understand them and who are interested in the new science of genetics. This organization, the American Genetic Association, brings out each month for its members an illustrated journal, with pictures which illustrate, and texts which illuminate the workings of the laws of heredity. In order that the field of its influence should be widened, this American Genetic Association is taking into its member-

ship as many as it can of those who have enough interest to appreciate the greatness of the subject, and who want to keep up with the rapid progress of the science.

To those members of the National Congress of Mothers and parent-Teacher Associations who begin to see how important it has become, in educating and guiding a child, to know what traits and characteristics are hereditary, and how dangerous it is to base their information upon popular newspaper propaganda, I would like to offer membership in this scientific society.

The scientific men who write the articles and furnish the photographs without pay, need the support of your attention and influence, and you cannot fail to benefit by studying what their years of experience have taught them. Get your information first hand—not through the medium of sensational newspaper writers.

A twenty page circular, illustrated with eighteen photographs describing the workings of the laws of heredity, will be sent free to all persons who will write for it. All applications for membership should be addressed to the American Genetic Association, Washington, D. C.

(Signed) DAVID FAIRCHILD,
President, American Genetic Association.

Parents' Associations in Churches

MRS. EDWARD M. BARNEY, *Chairman of Department*, Given at Madison, Wis.

The Committee on Parents' Associations in Churches has, during the past year, been in touch with Parents' Associations and Mothers Clubs and Classes in churches, all over the country. Letters have been written to many of the state chairmen of this committee, and to individual association members who have written for information. The chairman has prepared a set of leaflets on "The ideal home" with the subjects: The healthful home, The thrifty home, The social home, The coöperative home, The beautiful home, The patriotic home, The religious home.

The chairman has taught classes in Community Schools of Religious Education, and in Summer Schools in Massachusetts, Rhode Island, and New Hampshire, giving courses in "Child psychology" in "Parents' problems" in "Story-telling" and on "The ideal home." The chairman has also given lectures on the subject of child

training in New England, for Mothers' Clubs, for Women's Clubs and other organizations.

There is a greater interest in the education of parents than ever before. Week-day lessons in religion will be helpful to parents, and these are to be tried out all over the country.

The chairman would like an appropriation of money for postage, that she may, during the year, write to the state chairmen, and have a greater opportunity to help the church associations.

The committee recommends that the chairman of Parent-Teacher Associations in churches in each state appoint a correspondent who will be an authority on child training and who will conduct correspondence courses for parents. This correspondent may be a wise mother or teacher of experience and judgment, not necessarily a professor of psychology. Hygiene, Thrift, Child Psychology, Parents Problems, Story Telling and other subjects may be taught.

Better Boys and Better Sunday-School Equipment in Argentina

One church in Buenos Aires has spent \$6,000 (Argentine currency) in setting up and equipping a playground for children in its neighborhood. This indicates a feature of work among children and young people that is standing out prominently in connection with a number of Sunday schools. The children of these countries are in very great need of a healthy and wisely directed play life. It would be hard to exaggerate the importance of these playgrounds for the health and morals of the coming generation in these countries. The Latins have never gone in very much for athletics and this new movement will do much to create in the young people healthy minds and clean hearts where the seed of the Gospel will find good soil in which to grow up. This is the statement of Rev. George P. Howard, Field Secretary for South America of the World's Sunday School Association.

"I wish you could see," Howard writes, "some of the ragged urchins from the neighboring slums that have been converted into clean, little athletes, anxious to care for the body and 'keep it under,' cutting out the cigarettes, the late hours, etc. Then on Sunday you will see them in a Sunday-school class hearing for the first time that they have a soul to care for and that there are certain spiritual exercises very necessary to make the inward man strong and healthy. An interesting feature of this particular playground is the willingness

with which many of the younger children are giving part of their time in the direction of groups of boys and girls. A new vision of Christianity as service has come to many of them. It fills me with peculiar satisfaction to see that an ever increasing number of our Sunday schools are aiming to minister to the whole child and to do so not only on Sunday, but throughout the week."

Another trend in South American Sunday-school work is a movement in favor of the erection of suitable Sunday-school buildings. Formerly, as in so many instances in the United States, very little attention was given, in planning for a new church building, to the needs of the Sunday school. Now, as methods improve, the importance of having the school adequately housed is being increasingly appreciated. In several instances Mr. Howard has been called into consultation by building committees who desired to provide suitably for a growing Sunday school. Central Church in Montevideo finds that in putting up its \$60,000 church some years ago, it made such poor provision for its children and young people that the Sunday school has completely outgrown its quarters making it necessary to avoid any special efforts for increasing the attendance. They are at present raising \$10,000 for additional class rooms.

A Short History of Man

When God made man, He gave him brains
To lead a life delectable;
Man forthwith put himself in chains,
When he became respectable.

He tied a halter round his neck,
And saw not how degrading
It was his happiness to wreck
When first he went a trading.

Then, more and more entangled by
His own imagination,
His human heart he strangled by
The arts of legislation.

He made him laws, and laws on laws—
The more he made, the worse his need;

He found all nature full of flaws,
From woman's smile to manly deed.

Commercial enterprise then came,
With fraud upon its trail;
And to protect the trading game
Man built himself a jail.

The laws were now a mongrel breed,
A mighty compilation,
And almost any simple need
Became a violation.

Crazed people bred their crazy kind,
And shackles multiplied,
Till crippled Freedom, sick and blind,
Committed suicide!
—James S. Ryan, in *Munsey Magazine*

S. O. S.

By MRS. C. W. EGAN

Being a mother of four children I feel moved to "speak out in meeting" and tell of a condition that cries out for remedy. We are supposed to know, just to know without ever having to learn it, how to train our children, and we ourselves, the schools, juvenile courts and reformatories are reaping the results.

Obedience is the corner stone of child training, we all acknowledge, but there are few young mothers who know when and how to begin teaching it. One of the wisest and most successful mothers I know started definite training in these directions as soon as her babies could creep. Under the guise of a game, she taught them to come to her when called. A few odd moments each day were given to this game, and every time the child came promptly, he received some little reward . . . a trot on her knee, or perhaps she told the "piggies" on his toes. As soon as he could walk he was taught to bring her things. Just a few minutes of this training every day, and the use of it whenever it could be used in coming to her for meals or attention, or handing articles she needed, fixed the valuable habits of coming when he was called, and of being helpful.

But a mother must also watch and train herself if she wants obedient children. She must be slow to say yes or no; but once said she ought to stick by it at any cost of inconvenience to herself. There is no child so disobedient as the one who has found by experience that his mother will reverse a decision if only he teases long enough. When one's tired and overbusy it takes real self-control to consider a request without irritation, and to avoid on the other hand the temporarily easier way of giving in when one ought not.

It takes good judgment to use methods adapted to the age of the child, and here a knowledge of child psychology would be invaluable. Children do come to an age when one relies not so much on direct and unexplained commands, but gives reasons and tries to lead the child to a decision identical with one's own. Mothers often, however, use this excellent method with children entirely too young, forgetting that a child cannot be trained to exercise judgment before he has any. When my youngest boy was under school age I remember telling him at various times he must not do this or that or he'd get sick. "But mother, I want to be sick," he would answer, for he had never had a sickness that really inconvenienced him. Since he is older and has had whooping cough and "flu" that answer doesn't come any more. Through experience he has developed a sense of the value of the reason "you'll be sick if you do."

What little I have learned of child training has come to me largely through my mistakes

and I am filled with rebellion at the situation. Instead of intelligently forming my children's habits my time has been largely spent in reforming them. This is the wrong way and it ought to be unnecessary.

I have often had the feeling that other mothers must have had much the same problems I have, and solved them well, for we have many good and wise mothers. But while I have invariably received sympathy from older women, they have had surprisingly little of method to teach me. The main reason for this is, I think, that a good mother grows with her children and is constantly changing and adapting her methods. The difficulties and problems of yesterday fade out of her mind, particularly if successfully solved. She is usually a very practical person, little given to theorizing and it is often impossible for her to see past the external differences between her problems and yours to the principles involved.

There are helpful books on child training and some books written for teachers that mothers will find very suggestive, but there is a dearth of literature about the training of the child of less than kindergarten age. You can find out whether your child weighs what he should for his age and can get expert advice about what to feed him, but we have no standards of behavior, nor any clinic for the spoiled nor misunderstood child. The expectant mother gets a wealth of suggestion about her own diet and clothing, but she goes unprepared for the greatest responsibility of all, that of beginning right and beginning in time to train her child.

We need a comprehensive training for motherhood, one which will include not only principles and methods of correct physical care, but of character-forming as well. We rightly insist that our teachers have years of training in theory of teaching, and some practice under experienced direction before they can teach. But a mother is supposed to get along without training for her work. In order to get results a mother must have both ideals and some knowledge of the methods that will enable her to attain them. Like the woman I mentioned at the beginning of this article, she must have some forewarning of the difficulties she will encounter and some inkling of how they can be conquered. A wonderful work has been accomplished by "Better Babies" campaigns in raising our physical ideals and teaching us how to attain them. A similar work is to be done in training mothers for their moral responsibilities. The physician and nurse have helped to show us how to care for our children; we would invoke aid of the sciences of psychology and ethics and pedagogy in teaching us to train our children. We need help! S. O. S.

Why Boys and Girls Should Make Sure to Insure

INTERESTING STUDIES OF WHAT FOLK DO WITH THEIR MONEY POINT WARNINGS TO YOUNG PEOPLE EVERYWHERE

By FELIX J. KOCH

Are you insured, reader friend; and if not, why not?

Has it ever occurred to you to drop in at some great insurance company's offices on the way home from school, or during some week-end holiday, and learn how very, very little it costs for a mere boy or girl to take our insurance that will help them mightily in their old age?

"Too young to think of such things yet?"

Well, you might suppose so,—only, it's an invariable rule of insurance companies everywhere that the younger we start, the less the insurance for old age costs us, and, certain as all of us are in our youth of the fortune we are going to win ourselves, statistics, newly-gathered, go to show that one never can tell.

Just very recently the American Bankers' Association compiled a very, very interesting array of figures which show what we may look for with ourselves and say nine-nine of our schoolmates when it comes to middle and again old age.

At the age of twenty-five, these figures tell us, we have a hundred men, for the sake of the argument;—each at the threshold of life,—healthy, vigorous, of good mental and physical capacity; but with no means except their own ability to support themselves.

Now let us see:

"Age 35: Ten years later. Five have died; ten have become wealthy; ten are in good circumstances; forty have moderate resources; thirty-five have not improved.

"Age 45: Eleven have died, making a total of sixteen. All but three of those who had anything have by this time lost all their accumulations, leaving only three wealthy. Sixty-five are still working and self-supporting, but without any other resources. Fifteen are no longer self-supporting; a few of these still earn some-

thing, but not sufficient to be considered self-supporting cases;—illness, accidents, reverses are to blame.

"Age 55: Ten years later. Four more have died. Twenty are now dead. Of the others, one has become very rich; three are in good circumstances. One of the three who were wealthy at the age of forty-five has lost; but another of the other sixty-five became wealthy. Forty-six are still working for a living, not having been able to accumulate anything. Thirty are now more or less dependent upon their children or relatives or charity for support; some of these may be able to do some kind of light work, but they are replaced by the younger men.

"Age 65: Ten years later. Sixteen have died during this period, making a total of thirty-six out of the one hundred. Of the remaining, one is still rich; four are wealthy (one of those who lost everything before forty-five has regained his hold and becomes wealthy); only six are still self-supporting, but are compelled to work for a living; the other fifty-four are dependent on children, relatives or charity.

"Age 75: Sixty-three are dead; sixty of whom left no estate. Two of the five rich men have lost out. The rest are dependent upon their children, relatives or charity.

"From now on," says the report, "the old fellows will die off rapidly. Their financial condition will not improve and ninety-five per cent. of them will not have sufficient means to defray funeral expenses,—unless insured."

All of which points its own lesson, of course, of the value of starting at just as early an age as one possibly can and so receiving just the lowest possible rate, so that, come the reverses of middle age and more especially of elderly life, one may feel himself or herself fully insured.

The Child's Welfare

By GEORGE W. TUTTLE

The will of a child, like the will of a millionaire, becomes useless when broken.

Temper is as valuable in a child as in an ax; both need a cutting edge—but see that the child chops in the right place.

A little parent-tact is a wonderful trouble preventer.

Even when a child's mind is set on doing wrong you may be able to hatch out some counter attraction that will prove the stronger magnet of the two.

He who is miserly of thought will be prodigal

of children—child-conservation means thought-conservation.

Against many a child's failing might be written, for the eye of a parent: "There is a reason, and you are it!"

The sweetest thing on God's earth is a little child—the next sweetest should be the mother.

If patience is not a parent possession it cannot be a child heritage.

Alas, when we look at some children we cannot but say: "Yes, following the pattern, but the Lord never cut the pattern!"

Editor's Desk

Happy New Year

We pause at the beginning of the New Year to look back over the year that has gone, to count its successes and its failures, to make new resolutions as to what we shall do better in the days that lie before us. We wish all our friends a Happy New Year, and remind them that "Inasmuch as ye have done it unto one of the least of these ye have done it unto me."

There are no joys so great as those that come from loving service to others. Never was there such need of it as now. Millions of children in war-stricken countries depend on the United States for their lives. Orphans of Armenia, homeless, naked and starving, are dependent on us for food. Our country has its own problems, its own work for homes and children, and that must not be neglected. To us much has been given. In gratitude for our blessings, may we all share them as far as we may with those who without our aid would perish.

Once again Herbert Hoover and the *Literary Digest* are assuming leadership in rescue of the children of Europe.

Send a New Year's gift to some mother, some child who needs it—and so extend to them a Happy New Year.

America's Greatest Peril

Everyone who loves his country and who loves children must be impressed with the map prepared by Interchurch World Movement showing the distribution of over 26 million children and youth who receive no systematic religious training. We shall reprint the map in order that each state branch of National Congress Mother and Parent-Teacher Associations may see how its own state stands. It emphasizes the dire need of parents associations in all churches to impress upon indifferent parents their duty to children. Spiritual neglect is far more serious in its lasting results than physical neglect—yet it has received far less attention.

Churches do not reach all the people—for there is no compulsory law requiring parents or children to attend church.

Organizations having for their purpose the welfare of the child must turn their attention to consideration of means by which these 26 million children and youth may be given the spiritual guidance which will give the foundation for better life.

Canon Burroughs, Chaplain to the King of England, in an address at the Tercentenary of the Mayflower dwelt on the lack of religious in the daily lives of people as one of the causes of the wave of unrest and crime that is going through our country.

The aftermath of war is being felt far more in the United States than in Great Britain according to records of arrests for crime.

The only sure way of preventing crime is to instil into the hearts of children faith in God, a knowledge of His laws of life, and a desire to keep them. By the methods of our health agencies the death rate has been and is still being greatly reduced.

The future welfare of our nation can only be secured by reducing the spiritual death rate caused by letting 26 million children grow up without any religious guidance, without any firm foundation principle to be an armor in the trials and temptations that all must meet.

This map should be shown in every parent-teacher association or mothers circle.

Only when we see our faults can we overcome them.

Surely it is a patriotic duty to enlist the aid of all in changing this menace to the welfare of children and of society.

By Their Deeds Ye Shall Know Them

In most of the reports of state conventions a single sentence states that a session "was given to reports of delegates from local associations." That is the vital part of the meeting. It is the story of the year's work. It is full of suggestion and inspiration to others. Yet usually these reports are filed with the secretary, and only those who were there to hear are given the benefit of them.

Whenever the MAGAZINE asks for reports, rarely does it have what is of greatest news value. Not what we say but what we do counts.

The finest state report could be made by compilation in abbreviated forms of the years' work of the local organizations.

For a local paper all the details may be given. For a national magazine one should think whether the report is of value to those who are far away.

Child Welfare Associations of British Columbia and Federation of Parent-Teacher Associations

Canada will soon have an organization like the National Congress of Mothers and Parent-Teacher Associations for the work is being organized in widely separate parts of the country.

Vancouver has enrolled 1,300 members in its 22 parent-teacher associations. It is following closely in the footsteps of the National Congress of Mothers of Parent-Teacher Associations having received much of its literature. Mrs. James Whitcomb is president of the Parent-Teacher Federation. Mrs F. C. Butterfield is now convener of the Organizing Committee.

The third annual convention of the Child Welfare Association of British Columbia was held November 16, 17, 18, in Vancouver.

Child-Welfare Magazine Chairmen

If space permitted we would like to print a list of the active interested CHILD-WELFARE MAGAZINE chairmen who have been sending in long lists of new subscribers.

The State Chairmen of California, Iowa, Missouri, Pennsylvania and New Jersey deserve special mention. The MAGAZINE would like to have the names of every state chairman and every chairman in local associations.

We have sent many circulars and sample copies for use of those chairmen who have requested them.

In response to the many letters saying "We want to put your splendid magazine into every home" or words to that effect the editors of the MAGAZINE express their warm appreciation for the valuable aid given and promised.

It repays them for much work to know that the messages in the magazine are helpful to mothers, teachers, clergymen and those working for human welfare.

Cost of Publication of Magazine Increased One Third

Owing to increased cost of paper the cost of all publications has been increased one third.

There is no probability of any reduction this year.

Owing to this, instead of increasing the price of the MAGAZINE it has been deemed best to reduce the number of pages.

It has also been necessary to withdraw the club offer of five subscriptions for 75 cents and to make the rate 90 cents for ten subscribers.

The MAGAZINE is not published for profit. All editorial service and much of the clerical work is given. It is however necessary to have the MAGAZINE self sustaining. Nearly all magazines are increasing their price. We hope this may not be necessary.

PROGRAM FOR PARENT-TEACHER ASSOCIATIONS FOR FEBRUARY 17th—"CHILD-WELFARE DAY"

The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of educational value in child-nurture. They ensure a high standard for the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.

FIRST TOPIC—Child-Welfare Day—For Plan of Meeting Write Mrs. David O'Mears, 1201 16th St., N. W., Washington, D. C.

SECOND TOPIC—What Have I Done to Promote the Welfare of the Child in Home, Church, School or State. Each member tell in three sentences.

THIRD TOPIC—What advance has been made in past years for Child-Welfare? Current Events on Child-Welfare from Child-Welfare Notes and elsewhere.

List of Loan Papers in Child Nurture suitable for programs may be secured by sending 2 cent stamp to National Congress of Mothers and Parent-Teacher Associations, 1201 16th St., N. W., Washington, D. C.

IMPORTANT NOTICES

News items from the States must be in the hands of the editorial board by the **FIRST OF THE PREVIOUS MONTH** to ensure their appearance in the next magazine. The editorial board earnestly asks attention to the necessity of complying with this rule.

The magazine invites wider correspondence with local circles and associations. Send us reports of what you are doing. It will be helpful to others.

The necessity for brevity will be realized, as space is limited and every month more states send news. News is **WORK DONE, OR NEW WORK PLANNED**. Communications must be written with ink or typewritten.

The **CHILD-WELFARE MAGAZINE** offers to every **NEW** circle of fifty members, paying dues of \$5.00, one year's subscription free provided that with the application for the magazine is enclosed a receipt from state treasurer showing that dues of ten cents per capita have been paid, and second a list of officers and members with their addresses.

This offer is made to aid new circles with their program and to give them the opportunity to become acquainted with the great organized parenthood of America.

Subscribers to **CHILD-WELFARE MAGAZINE** should notify the publishers before the 15th of the current month if the magazine is not received. Back numbers cannot be furnished unless failure to receive the magazine is immediately noted.

State News

CALIFORNIA

California's progressive spirit is shown in the way in which the minutes of the Executive Board of the State Branch are printed and sent out following each session. In the minutes of November 8, 1920, we note the following interesting section of the President's report:

"Mrs. Ewing gave a brief outline of her official activities for the month, laying great stress on the very evident reciprocal feeling which she met in every community—each one ready and willing to do his or her share, and sometimes more, with all thought of self eliminated in giving service for *all* of the children. Mothers who, before their participation in war work, had never undertaken any activities outside of their home circles are realizing how much the coöperation of each and every one can mean for the welfare of all the children, the results far exceeding the time and labor spent. On October 25 she organized a new district, the eleventh, composed of Fresno, Kings, Tulare, Madera and Merced counties, with Mrs. W. B. Ingram, of Coalinga, Fresno County, as President. Preceding the organization a delicious luncheon was served by the Domestic Science class of the Fresno High School to the delegates from the sixteen associations represented.

"Motion of Mrs. Peter J. Kramer, president of Oakland Federation, carried that the annual State convention be held in Oakland, May 24, 25, 26, 27. The sessions will be held in the Municipal Auditorium and will open with a Fathers' Night, May 24th. Associations are urged to begin to plan to send delegates.

"Yearbooks will be sent to Federation Presidents for distribution to clubs in federations and to District Presidents for distribution to district executive boards and clubs not in federations. State Corresponding Secretary will send direct to clubs not in districts or federations."

COLORADO

Mrs. Dick sends a sample newspaper insertion of two columns for one day with "writeups" from 15 associations, 4 counties, and other notes, also a section from a business magazine *The Colorado Manufacturer and Consumer*, giving the state president nearly a whole page for Parent-Teacher Association notes. Progressive Colorado!

IOWA

Iowa is issuing a monthly Bulletin which has as its slogan "A Parent-Teacher Association in Every School in Iowa." It is filled with interesting material relative to state work.

From Charles City comes a letter concerning the work of Central Parent-Teacher Association: "Our Association is studying this year child nutrition. We are also giving two matinees each week at a local picture house for the children, primarily to secure better pictures for our children, but incidentally raising considerable money with which to purchase playground equipment for our school. For the past two years we have had no social worker in the community and the work has been done in each school district by the Parent-Teacher Association and we shall have to continue until the first of January when we will have a Red Cross nurse. You see we are very busy, but that all helps to keep a live organization.

"We are putting on a membership drive next week in which we are aiming to enroll every home in the school. We have 300 pupils. The average attendance at our Parent-Teacher Association is 70. We are trying a plan (which is proving very successful) to get in touch with all of the mothers. Each room has a meeting assigned to it, the children furnishing the entertainment part of the program, the teacher and a committee of the mothers acting as hostess. A collection is taken at school the week preceding, so that all in the room help furnish light refreshments. In this way we are getting mothers out who have never attended before and the interest and enthusiasm shown at the meetings are very gratifying."

MAINE

The state of Maine is listed in the new directory as "Inactive" but there is one place in the state that is decidedly alive. That is a town named Thomaston. In that town is a Parent-Teacher Association. The following letter shows what this association is doing:

"Last April we formed a Parent-Teacher Association here and have over ninety members. We feel that we have already done considerable in bring parents and teachers together socially and arousing interest in the schools, for we are working for a new primary building.

"During the summer we had a better Baby Day and 18 babies had a thorough physical examination. We also had a story Hour for the younger children. Our program is planned for the year with the best speakers in the State.

"We find the CHILD-WELFARE MAGAZINE most helpful."

This letter contained a program of the work for the year, cover of which was ornamented with an autumn leaf in water color. Could this ornamentation not be done by the children in the school as an art lesson and thus make another bond of union between the school and the parents?

NEW JERSEY

The New Jersey Branch of the National Congress of Mothers and Parent-Teacher Asso-

ciations held its twentieth annual meeting at Atlantic City, Friday and Saturday, November 12 and 13.

There are twenty-one counties in the State, eighteen having organized Parent-Teacher Associations. Two hundred forty delegates registered.

Through the courtesy of the Board of Education of Atlantic City, all sessions were held in the Massachusetts Avenue High School where cafeteria luncheons were served by the home economics department.

The general topic of the convention was "Citizenship in Home, in Schools." Friday's program was given to the home side and Saturday's to the school side.

The convention was opened with prayer by Rev. Dr. Henry Merle Mellan, of the First Presbyterian Church, Atlantic City. Greetings from the Atlantic City Mothers' Club were brought by the President, Mrs. Charles E. Ulmer, to which Mrs. Drury W. Cooper, President of the New Jersey Congress, responded.

Mrs. Frederic Schoff brought greetings from the National Congress. Mrs. Schoff made a plea, in the name of the nation's greatest organization of mothers and teachers, for the inculcation of a spirit of greater tolerance in the rising generation, for a spirit that shall "put into the hearts of men and nations a due regard for the rights of others. The mind of a nation is but a multiplication of the individuals comprising it, and proper education alone can eventually bring about world peace. If the mothers and schools do not furnish proper training along this line, military training will have its effect, and we have too lately seen what that means."

Mrs. David O. Mears brought greetings from Massachusetts and North Carolina. Greetings from New York and Maryland branches of the Congress were brought by Mrs. Frederick Hosmer, of Auburn, N. Y., and Mrs. Robert Moss, of Annapolis, Md.

Dr. P. P. Claxton, U. S. Commissioner of Education, gave a vital and vigorous message to the convention. "Education is more important for us than ever before, more important than for any other people of the world. The world looks to America to-day as her criterion. Education is the thing of greatest importance in a democracy. It is for education in the sense of development, that democracy exists. Education is, therefore, at the same time the purpose and aim of democracy and its means of existence. In America all things wait on education; its health, material wealth, social purity, civic righteousness, political wisdom, the strength and safety of the nation, and finally the individual culture for which material wealth and ordered society exist.

"Our public schools are our principal means of education. The public school system is the greatest coöperative enterprise in all the world.

For the work before them the schools need much readjustment and strengthening and support beyond anything they now have or ever have had.

"Parent-Teacher Associations of the United States, because of their close contact with the schools, have a great opportunity and a great responsibility. The members of these associations know the needs better than any one else and they should use all their energy and influence for such legislation and administrative activities as may bring about the fullest and best development of the schools and all other agencies of education."

Continuing, Dr. Claxton called attention to the vital need of better school attendance, saying that \$190,000,000 of the public school fund was wasted last year on children who failed to attend school. An average daily absence of 25 per cent. of the children enrolled in school was cited by the Commissioner.

"Most important of all," said he, "is the teacher. Therefore our most important present duty consists in finding, preparing, and putting into the schools, teachers trained and competent for the difficult task of teaching and in holding them there until they gained the power and skill that come only through intelligent experience. Teachers should be men and women of the best native ability; well born, well organized mentally, physically, and morally. Perhaps the most miserable sight in the world is that of a teacher trying to teach what he does not know. Teachers should have thorough and comprehensive education."

As a remedy for the inefficient teacher, Dr. Claxton offered three definite suggestions. *First*, the provision and adequate support of normal training schools. "If all persons ever graduated from normal schools in the United States were living and teaching today, there would still be a shortage of 10,000 prepared teachers for the elementary schools," said he. *Second*: Better salaries for teachers. The average annual salary of all teachers in the city and country is not over \$750. In one state, less than two years ago, the average rural salary was less than it cost to feed a prisoner in jail for one year. *Third*: Teachers must be held in school until and after they have gained power and skill through experience. The constant changing of young, unprepared teachers of mediocre ability is a menace to education. Teaching must be lifted to the plane of a profession or a life work, was the gist of Dr. Claxton's expression. He compared the annual expenditure for tobacco, joy-riding, etc., with that of education, to the shame of his hearers who had not thought of the matter in this light.

In conclusion he said, "Education is not an expense. It is an investment. The most important element in the strength of the nation

and in preparation for defense is the education of the people."

A paper on the value of motion pictures in teaching citizenship was read by Miss Reta Hochenheimer, assistant director of Visual Education, in New York City. She claimed that the great use of motion pictures as an educational factor was not sufficiently extended. She expressed doubt as to the good work of pictures given outside of school. While not relying on censorship for "better movies," she did urge an education of everybody so that individual censorship and taste would demand good, clean pictures only. This thought of education versus censorship was a strong one in the paper.

It was a disappointment that Mrs. Milton P. Higgins could not be present. Mrs. David O. Mears accepted an invitation to address the meeting in the absence of Mrs. Higgins. "We are building a great structure to keep the children of this nation," Mrs. Mears said. The Congress of Mothers and Parent-Teacher Associations was likened to "a great temple," which can be built only by the tireless work of generations of parents and teachers until a tower of strength may be erected whose rays shall shine as a beacon light over the land and over its portals shall be written, "A little child shall lead them."

Ex-Governor Runyon, of New Jersey, on "The Spiritual Content of Citizenship."

Among other appeals for the spiritual education Mr. Runyon said, "He who depends simply upon the moral code and on the Golden Rule and has not an abiding faith in the Father above, has not answered the call of 'Good Citizenship.' A few years ago, influence was the open sesame but today there is a call for something higher and better." The great applause that greeted the Ex-Governor at the conclusion of his address, was proof of the approval of his words.

Mrs. H. M. Maxon, chairman of membership, awarded prizes for greatest gain in members during the year.

Mrs. Drury W. Copper, of Montclair, was reelected President and Mrs. Samuel Leeds of Atlantic City, recording secretary.

Following community singing at the closing sessions Saturday afternoon, resolutions previously presented, were voted upon. Support of the Smith-Towner bill, of the Compulsory Education Law, the Maternity, and Federal Physical Education bills were pledged among the adoption of other resolutions.

The closing address, "Physical Development, an asset in Citizenship," was made by Dr. F. W. Maroney, state physical director. Dr. Maroney is a magnetic speaker and puts his message "over the top" so that no one ever leaves him without a fuller sense of the importance of the physical education of the child as a

good foundation for the mental, moral, and spiritual education.

Mrs. Drury Cooper, President, urged again the work with pre-school children by organizing young mothers, and of the spiritual education by cooperation with the Sunday School and Church circles.

The convention was voted a great inspiration showing progress that points as a beacon light to a better, busier, more intelligently active year ahead for the children that are making the citizenship of our nation, toward which all other nations are looking today.

NORTH CAROLINA

STATE CONVENTION IN GREENSBORO, NOVEMBER
STATE CONVENTION IN GREENSBORO,
NOVEMBER 3

With about 75 delegates from 16 cities present, the first annual convention of the North Carolina branch of the national congress of Mothers and Parent-Teacher Associations opened here this afternoon, Mrs. Joseph Garibaldi, of Charlotte, president of the North Carolina branch, presiding.

Assembling this morning, prior to the actual opening of the convention, the board of managers held its business meeting. At this meeting the question of requesting the legislature to provide a school system of kindergartens came up and it was decided to recommend to Dr. E. C. Brooks, state superintendent of public instruction, that he handle the question.

Mrs. E. L. Stamey, of Greensboro, delivered the address of welcome, responded to by Mrs. Garibaldi. After the president's report and a general discussion the delegates were guests at a reception given by Mrs. E. Sternberger. W. M. York, of the faculty of the Greensboro high school, spoke on "A Summer Camp for Boys and Girls." He was followed by Dr. C. Ward Crampton, dean of the Normal School of Physical Education of Battle Creek, Mich., who delivered an address on physical education.

The second day program included the election of officers for the ensuing year, reports of delegates from the various associations throughout the state, reports of committees on child welfare and social hygiene, endorsement of proposed legislation affecting schools and school children and three forceful addresses.

Officers elected are: President, Mrs. Joseph Garibaldi, of Charlotte, reelected; corresponding secretary, Mrs. J. H. Shuford, of Charlotte, reelected; recording secretary, Miss Nell Fleming, of Burlington; treasurer, Mrs. J. D. McCall, of Charlotte; auditor, Mrs. P. N. Peacock, of Salisbury.

T. Wingate Andrews, superintendant of the Salisbury schools, delivered an address on "The Menace and the Promise of a Parent-Teacher Association." He pointed out that teachers

can not ignore public sentiment. He urged that the biggest, strongest men in a community be drafted for service on school boards.

Miss Eleanor Hoffman, faculty of the University of North Carolina, discussed improvement of school grounds.

Dr. W. C. Smith, dean of the faculty of North Carolina College for Women, spoke on "The Teacher and the Community."

Burlington, N. C., has tried out successfully three new schemes in connection with its Parent-Teacher Association meetings.

The meeting is opened with a social gathering where simple refreshments are served. Story-telling for the children from three to five is provided and a nursery for the tiny tots. These provisions for the children have made it possible for more mothers to attend.

Mt. Airy Parent-Teacher Association has an attendance of over a hundred parents. It has printed programs for the entire year, which are distributed to all the parents of school children.

The committee is anxious that each parent have one, so that all may have an opportunity to see the discussions from time to time in advance, and be prepared to take part in the general discussions which follow after the speaker of the night. Everybody is urged to take part in these general discussions for they are regarded the most important feature of the meetings.

For those who do not wish to discuss, or bring up subjects on their minds, a question box is placed in the hall so anyone wishing certain questions discussed, may put them on a slip of paper and drop them in this box. They are then taken out and discussed fully, if important.

A Halloween party was given in the high school and \$108.94 were realized. This money goes toward the payment of the annual dues of each member, and for other necessary expenses of the school.

At a November meeting the Relationship of Home and School to the Child was the practical subject.

E. H. Kochtitzky and Mrs. F. L. Smith, the speakers of the evening, handled the subject well. They pointed out that the child must be taught to obey and respect authority, and be under good control before leaving his own fireside, or else he would be expected to get in trouble himself, and get others in trouble when he entered school. His behavior in the school is an index to his behavior in the home. And yet the home should be made as pleasant, attractive and comfortable as possible. They should have regular times for play, and regular times for study, and the parents should see that this is done. It is a bad policy to allow a child to loaf on the streets, at night. Even too much of this in daylight is detrimental to the child. If these rules were observed, it would be easier

on the teacher, and better for both parent and child.

CHARLOTTE

The High School Parent-Teacher Association gave a delightful reception to the teachers. Mrs. David S. Yates, the president, gave a report of the recent state convention at Greensboro. During the recent campaign for membership the association offered a prize to the class in the high school first to secure 100 per cent. of members. The prize was won by a freshman class taught by Miss Charles Hutchison. Two other classes taught by Mrs. F. W. Rucker and Miss Maud McKunion also secured 100 per cent. The following committees will have charge of the various phases of work in Parent-Teacher Association, Program, Finance, Physical Training, Entertainment, House and Grounds, Membership, Cafeteria, Supervised Entertainment. Mrs. Joseph Garabaldi, state president, and Mrs. J. H. Shuford, state secretary, Mrs. A. B. Justice, president Charlotte Council of Parent-Teacher Associations, assisted in receiving.

The Third Ward Parent-Teacher Association will serve hot lunches at the school during January, February, and March.

Directly after the meeting each teacher went to her room, and received those interested in the children of her grade. The largest percentage of mothers was won by the seventh grade, and the new picture bought by the association, a copy of the boy and the rabbit, will appear on the walls of the seventh grade room during the month.

Mrs. F. C. Bradshaw and Miss Cullie Marsh were appointed a committee to plan a daily schedule for the children.

Misses Alice Gordon Bell and Nellie Stowe, of the seventh grade, kept the small children during the meeting.

NORTH DAKOTA

From this unorganized states comes the following report of the work being carried on there. Organization of the locals into a state branch is expected in the near future. To Mr. Albert H. Yoder, director of the extension division of the University of North Dakota, located at Grand Forks, belongs the credit for the splendid results accomplished. He has been doing excellent organization work. The following is taken from the University of North Dakota "News-Letter":

"The program as published in the announcement of the State Educational Association was carried out. 41 persons were present, two addresses were given, six locals reported, and plans for the year 1920-21 were discussed. It was decided to continue the work of organization of locals and to try to have at least one local in each of the 53 counties; also, that as soon as

there were 500 members enrolled and reported to the state secretary to take steps to affiliate the North Dakota Association with the National Organization. It was ordered that in April a list of locals and officers be printed. Mrs. Naylor, of Larimore, was chosen president, Mrs. Vary of Dakota was made vice-president at large, and A. H. Yoder of the University of North Dakota was elected secretary-treasurer. It was decided to have the four sectional divisions of the State Educational Association each name a vice-president, who shall preside over the parent-teacher meeting in her section of the state.

Mrs. E. C. Haagenon, a prominent alumnus of the University of North Dakota, gave a constructive paper upon "What the Parent Expects of the School." It was forceful. The emphasis was placed not upon better teaching of the subjects, but upon the development of character, the aim which a parent has in mind when she sends her child to school.

Mrs. Susie Griggs Yoder, of Grand Forks, spoke upon the "Comradeship Between Mother and Son." It was a beautiful expression of mother sympathy for her man-child, and tangible evidence showing why mothers throughout history have had such a strong influence upon their sons.

OHIO

In this progressive state the *most* active support is being given to the work of Parent-Teacher Association by the state superintendent of public instruction, Mr. Vernon M. Reigel. This joining of educational and parental forces should do much to further child-welfare work. Rev. Robert S. Chalmers, St. Mark's Church, Toledo, has been elected vice-president of the Northwest District. This should mean the organization of an increasing number of parent-teacher associations in the churches of the district.

The first parent-teacher association has been organized in Union County at Magnetic Springs. The first meeting was held in the evening and was attended by many fathers as well as mothers. The fathers evinced special interest in the meeting. In this town is located a centralized school of eight grades and two years of high school.

The State Convention held in Dayton, October 14-16, was attended by more than 300 delegates from other cities and nearly as many from Dayton. Among the subjects discussed were vocational and visual education, good health, good roads as related to education, better methods of teaching and increased pay for teachers.

PENNSYLVANIA

The twenty-first Annual Convention of Pennsylvania Congress of Mothers and Parent-

Teacher Associations met in beautiful Williamsport November 3, 4, 5.

The high school was generously given for the convention. It was built in 1914 and no handsomer or more complete building can be found anywhere. The auditorium was especially attractive. The musical advantages of the school were clearly demonstrated by the high-class musical program presented preliminary to the morning sessions of the convention.

Mrs. Otis Keefer, vice-president of Pennsylvania, as local chairman of arrangements, with her able committee did everything for the comfort and pleasure of the delegates.

The convention was attended by ten state officers, two national officers and delegates from all sections of the state. It was declared unanimously to be one of the best and most active conferences ever held in the state, both from the standpoint of new ideas for future activities and from the entertainment and hospitality by the Parent-Teacher Associations of Williamsport who were the hosts.

Many who were present twenty years ago when the Congress met in Williamsport were present and increasingly devoted to the work.

Mrs. E. E. Kiernan, state president, presided at all sessions. Under her faithful leadership five thousand new members have joined the Congress in the past year. The State Board is especially strong, having women of marked ability and beautiful spirit. This presages a bright future for the organization.

Mrs. Kiernan's monthly letter to all the local associations has been an inspiration and help.

At the opening sessions, after heartiest greetings, Mrs. Kiernan responded and introduced the speakers of the evening—Mrs. Milton P. Higgins, national president, who spoke on Coöperation; Mr. L. P. Dennis, of State Department of Public Instruction and Prof. W. P. Harley, superintendent of Mt. Union Schools.

Mr. Dennis in his address said: "The Parent-Teacher association holds a strategic position in the educational development of the state with more potential power than it realizes. It has been a very great factor in bringing about much-needed changes. Pennsylvania is coming into big things educationally with high ideals, clearly defined purposes and aims, methods and means. He urged that now that women vote they formulate a definite constructive program and see that people are put on school boards who are not solely interested in low taxation."

Self-government in the schools of Mt. Union was described by Professor Harley, who promises to write an article on it for CHILD-WELFARE MAGAZINE.

On the program Mrs. Schoff spoke on "The Banner Year for National Congress of Mothers and Parent-Teacher Associations—1919-20."

In membership 76,111 new members joined the ranks between April, 1919, and April, 1920.

Over 102,101 members came in during the last two years giving a membership of over 219,000. She showed the necessity for better financial support of the entire work—national state and local, emphasizing the fact that unless appropriations were provided for officers expenses and extension work neither state nor national board meetings could be truly representative—nor could the objects of the Congress to reach every home be accomplished. The adoption of a Budget at the National Convention and the pledge of the states to try to raise their quota she cited as a marked step forward.

Dr. Ellen Potter, chief of child-welfare department of the state Department of Health, outlined specifically the ways in which Parent-Teacher Associations can help materially in the health program of the state—correcting physical defects among children, enforcing quarantine law, establishment of health clinics and nutrition classes in every community in the state. She said the Pennsylvania Congress of Mothers could render the health department and the state great service by bringing the child of pre-school age to the doors of the school room in perfect physical condition.

Mrs. Geo. Fockler, of Johnstown, reported that she had organized a County Council in Cambria County with active coöperation of county superintendent and business organizations. Others counties organized are Chester, Lycoming and Somerset.

Mrs. Greenwood, state treasurer and for several years president of Chester County Parent-Teacher Associations, told of the Chester County annual conference in October. It met in a village of 300 inhabitants far away from railroad or trolley—difficult of access; yet over 200 people attended. It was a successful example of a rural county conference. Mrs. Greenwood and her husband have spent some evenings of every week in organization of new associations and speaking to old ones.

Miss Mary S. Garrett, first vice-president and chairman of legislative department, explained present work to be done by Parent-Teacher Associations.

Mrs. Schoff, chairman of juvenile court and probation department, told of present unsatisfactory conditions, and steps to be taken to bring the care of all children under the educational supervision of the state. Probation work, the most delicate of all educational work, could only be successful if given to people qualified to do it.

Political appointments nullify the entire value of the system.

The reports of delegates showed in every instance renewed activity.

A reception was tendered the delegates by the Williamsport Associations and a ride over the high hills surrounding the city was also given. This included a visit to the two open air schools which are part of the school system.

Resolutions were passed to extend the Modern Health Crusade and give active support to the Anti-tuberculosis Society in sale of Christmas Seals; to use the right of suffrage always for the improvement of conditions surrounding childhood; to stand as a unit against all attempts at sinful birth control and against the lobby maintained in Washington by the Voluntary Parenthood League; to approve and support Federal bills for Physical Education and Maternity and Infancy; opposing the bill for Universal Compulsory Military Training; to unite with other moral forces in prohibiting lewd shows and gambling in street carnivals and county fairs; to use all means to enforce existing laws pertaining to distribution of intoxicants

and to secure for Pennsylvania a law in harmony with the Volstead Act.

The following officers were elected: President, Mrs. E. E. Kiernan, Somerset; vice-presidents, Miss Mary S. Garrett, Philadelphia; Mrs. Ottis Keefer, Williamsport; Mrs. Wm. Brice, Bedford; Recording Secretary, Mrs. L. B. Shaw, Harrisburg; Corresponding Secretary, Mrs. C. T. Saylor, Rockwood; Treasurer, Mrs. Walter E. Greenwood, Coatesville; Auditor, Miss Florence Dibert, Johnstown.

In her closing words Mrs. Kiernan urged all the members to work more on educational lines in the coming year and to coöperate with all other organizations interested in child welfare.

Child Training at Home*

THE SLEEPY HOUR

By LUELLA A. PALMER

Author of *Play Life in the First Eight Years*

I often wonder if Mother realizes what that last kiss and tender pat means to a child as she tucks him into bed. Perhaps the caress would be given oftener and with added gentleness if she knew what an influence it had upon the unfolding of a little new life.

Over and over the brain repeats during the night the events of the day, twisting them into fantastic shapes. These ideas float through the mind of the child for eight to ten hours out of the twenty-four—during one third to one half of his life. Whether the fancies will be happy or sad is often determined by the last half hour before sleep begins. And the repetition of the ideas influences a child's temperament, making it more cheerful or pessimistic.

That last half hour is often a tax upon the patience of the mother and older people. The child is tired, the activity of the day has exhausted him and he relaxes control over himself; he becomes nervous and excitable or sluggish and obstinate. The adult is also not so well poised as during the day and the sleepy time is often a period of conflicts.

What is the result of discipline just before sleep? When a child has been very naughty and received some physical correction and had a good cry, he falls into a deep sleep. There is a certain soothingness about the finality to his treatment; he has been upset, in a irresponsible, capricious frame of mind during his naughtiness, then in a state of suspense as to the outcome, and the punishment has settled his uncertainty, there is a promise that life will run smoothly in the morning. The hard cry

exhausts the child physically and he is in a state for rebuilding sleep.

There is another kind of crying to sleep which does not bring rest and health. When a child has been just a little petulant or reluctant to obey, not naughty enough to be dealt with severely, the adult sometimes speaks harshly or finds fault with the child and insists on exact compliance with commands. The little one goes to bed in a bad humor and cries fretfully. An older child will toss restlessly. The sleep is light and unrefreshing, there is a feeling of something wrong with the world that he cannot help or explain. Even if the displeasure incurred does not cause the child to cry himself to sleep, if that last event in the day has been disagreeable and no reconciliation has followed, the unhappy mood colors the night's dreams.

What shall we do, shall discipline weaken at the end of the day or shall we hold strictly to our rules? Shall we allow the child to be disobedient, or insist on compliance at the expense of everyone's happiness? What is truly best for the child's good?

The best attempt at solution is prevention of the difficult situation. The sleepy mood of the child should always be considered before any requests or suggestions are made.

Evening is not the time for correction if it can possibly be postponed. Of course real naughtiness must always be dealt with positively on the spot by an appropriate consequence. But a child should never go to sleep without the forgiveness and sympathy of the person who has been compelled to inflict the punishment.

* This is No. 6 of the fourth series of articles issued by the National Kindergarten Association, 8 West 40th St., New York City.

Comfort and love should go with him into the land of dreams. Often we can afford to let the correction of little perversenesses and mischief wait over for the morning.

One little tired "cranky" child refused to put his toys away. The wise mother said, "Mother will do it to-night and we will talk it all over in the morning." After breakfast the heart to heart talk came, he was in control of himself then and could reason clearly. The conclusion reached was shown in her final sentence; "To-night you will put your toys away because you must take care of your own property. Mother has the whole house and you and Daddy to look after." With his mind firmly made up and strongly set during the day, there was no further trouble about the responsibility for clearing away the toys.

Few children express in words what they feel about the goodnight caress, but one mother was rewarded one morning by a voice beside her bed saying "Mother, I just always have to

hug you first in the morning, 'cause you always hug me last at night."

The influence of that hour may last through adolescence and youth. One grown-up son away at college wrote to his mother, "Do you remember how after I had been naughty I was always sorry, but I could not say a word until I had plumped down into your lap before going to bed and bored my head into your neck? I would be a pretty big lapful now but I wish I could try it. It was not even the same after I got big and sat on your bed telling you about parties and things."

It is at the sleepy hour that intimate little confidences are given and quaint ideas expressed that lie too deep to be said in the midst of the happenings of the day. The mother who pauses to lend a sympathetic ear to little folks—and growing up folks—will gain and keep an intimacy and understanding companionship that will prove a safeguard and happy memory.

Child-Welfare Day Department

MRS. DAVID O. MEARS, *Chairman*

Child Welfare Day commemorates the founding of the National Congress of Mothers and Parent-Teacher Associations in Washington, D. C., in 1897.

In accordance with a vote passed at the annual convention in Denver in 1910, Founders' Day, later called also Child-Welfare Day, has been observed each year since, February, 1917, or thereabouts.

The national chairman has the privilege to bring before you to-day a report most encouraging. In a response to a questionnaire sent out to state presidents or state Child-Welfare Day chairmen, letters from many states give the assurance that our National Birthday Anniversary was widely celebrated, and with fine programs, large attendance and an offering for national work.

The gratifying amount of the Child-Welfare Day gift in the hands of the national treasurer before the closing of her books on April 14, 1920, was \$1617.35 as revealed in the tabulated report of the Treasurer under the Child-Welfare Day column.

Many gifts intended for this year's offering arrived too late to be included in this report of 1920, but will appear in the report for 1921.

In the preceding 4 years, 1916, 1917, 1918 and 1919, the offerings on Child-Welfare Day have brought in to the National treasury without expense to the organization \$4,006.62, this amount plus the sum received for 1920 (up to date) \$1,617.35 makes a total of \$5,623.07 and with \$387.49 which was received too late for classification brings the total up to \$6,011.46.

The chairman expresses warm appreciation to National, State and local officers, especially presidents and treasurers, also to members of local associations for helpful coöperation.

This coöperation includes:

- (A) The observance of the Day as a recognized part of the year's work in Mothers Circles and Parent-Teacher Associations.
- (B) The placing of the date February 17, in printed programs for the year.
- (C) The distribution of literature sent out by the national chairman.
- (D) The preparation and sending out of personal messages by state presidents or state chairmen urging an observance of the Day.
- (E) Mention of the anniversary in State Bulletins.

The chairman and executive secretary have sent out from the national office this year nearly 10,000 pieces of literature as suggested material. "Star Booklets," "Program Plans," "Alphabetical Resumé of the Results Attained by the National Congress of Mothers and Parent-Teacher Associations" and "Messages from the National Chairman." These in addition to many copies of the song "My Tribute," "The Mothers' Hymn" and "Child-Welfare Gift Boxes" have been sent to each affiliated Circle and Association in all States.

No Mothers' Circle or Parent-Teacher Association lives up to its highest privileges, to its greatest development and usefulness until it has an annual, delightful and inspiring observance of Child-Welfare Day (Founders' Day).